

Every Child Learning Every Day



November 2002

An early childhood newsletter from the State Department of Education

Volume 1, Issue 3

READY TO LEARN

What has eyes but cannot see? A potato!

Idaho teachers have shared some of their favorite books and activities for children as part of Superintendent of Public Instruction Marilyn Howard's "Dinner and a Book" initiative.

This month's activity was submitted by LeeAnn Thomas, Title I teacher at East Canyon Elementary School in the Vallivue School District, Caldwell.



Book: "The Enormous Potato" retold by Aubrey Davis, Kids Can Press Ltd., 1997.

Story synopsis: What has an eye and cannot see? A potato. This story is about a man and his family, and what happens after he plants an eye of a potato. The potato grows so big that they have to solve the problem of what to do with it.

Interaction, activity, or recipe: Read this story on an evening you have potatoes for dinner. Discuss how potatoes grow, different ways to cook them, your favorite way to eat them, etc. Let children peel them or chop them if age appropriate.

WIN HARRY POTTER BOOKS!

The State Department of Education is giving away four sets of "Harry Potter" hardback books to readers of "Every Child Learning Every Day."

To enter the drawing, send a Dinner and a Book activity appropriate for preschoolers to awestfal@sde.state.id.us or mail it to Allison Westfall, 650 W. State St., Boise, ID 83720-0027.

Be sure to include your name, address, and telephone number. Deadline is Nov. 22.

Books donated by Scholastic.

Serve up some stories with dinner

Dear Reader:

I am often asked where did I get the idea for my "Dinner and a Book" initiative.

The "book" part — inviting adults to read with children for 20 minutes — was easy.

My 40 years experience as an educator taught me that young children who are read to regularly by caring adults do better in school.

My experience as a parent taught me that the time cuddling and reading with my daughters, and now my grandchildren, is priceless family time.

My initiative's "dinner" part — inviting families to spend 20 minutes talking about their lives and their shared history — was inspired by a meeting I had with a group of retired women.

After the meeting, I was struck how the conversation



Dr. Marilyn Howard
Superintendent of Public Instruction

drifted to their vivid memories of family discussions from childhood.

Those stories of colorful characters, family tragedy,

WHAT INTERESTS YOU?

Let us know what you think about this newsletter or suggest a story idea, contact us at 1-800-432-4601 or e-mail awestfal@sde.state.id.us.

and joys told around the dinner table truly created memories for a lifetime.

This month many of us will gather with our families around the dinner table to give thanks.

I invite you to also take time to tell a story or two about your family. Not sure what to talk about? An article on the back page lists some "story starters" for families.

Give it try, it will be time well spent.

Marilyn Howard

READY TO LEARN

Now's a great time to snuggle up and read

Children can develop the skills they'll need to become successful readers years before they enter school.

Listening to a variety of literature will help them expand their vocabularies and learn more about their world.

Exposure to picture books, poetry, fairy tales and informational books help to enhance their understanding of their environment.

Research indicates that young children respond well and learn a lot from nonfiction. Children love to listen to stories, but nonfiction or true stories can foster an interest in learning.

While reading with young children, encourage them to talk about what you're reading and ask questions. You can preview the book and think of places to stop and talk.

Ask them to identify familiar objects in illustrations,



and make predictions about what they think will come next.

After you read the book, see if they can

retell the major events, or draw a series of pictures about the story.

Young children learn best by doing. You can make the book come alive by doing some of the activities. For example, if you read "Big Tracks, Little Tracks: Following Animal Prints" by Millicent Selsam, you could go for a walk together and see if you can find and identify animal tracks.

Or if you read "Autumn Leaves" by Ken Robbins, you could collect leaves and talk about the different trees in your area and what stages they go through in each season.

Fall is a great time to snuggle up and read!

READING STANDARDS

Each month we focus on a preschool reading and language arts standard. This month it's Standard 2: "Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience."

Some knowledge and skills for this standard include:

- Listening to a variety of literature (e.g., picture books, poetry, folk & fairy tales, songs, plays, informational texts).
- Participating in discussion of read-alouds, connecting the book to life experiences.
- Helping create a print-rich environment (e.g., book center, writing area, charts).
- Identifying and talking about objects in illustrations, making predictions about the book from pictures (e.g. "I'll bet he's going to fall!").
- Using the voice of a character (e.g., Reads text like "I'm the mean old troll!")



RESOURCES

What vaccines should a child have?

Fall is the time of year when many young children start new preschool, childcare or kindergarten programs.

This is often the first time that a young child may be interacting with a group of children.

An important factor in keeping young children healthy is having immunizations current.

The general schedule immunizations is:

- At birth children receive Hep B 1 (Hepatitis B)
- At 2 months of age, children receive Hep B 2, DtaP (diphtheria, tetanus, pertussis), Hib (haemophilus influenza type b), and IPV (inactivated polio)
- At 4 months children receive DtaP, Hib, IPV, and PCV (pneumococcal)
- At 6 months children receive DtaP, Hib, and PCV
- At 12-18 months, children receive Hep B 3, DtaP, Hib, IPV, MMR 1 (measles, mumps, rubella), Varicella, PCV, yearly influenza
- At 4-6 years, children receive DtaP, IPV, MMR 2, PPV, Hep A, yearly influenza
- At 11-12 years, children receive Td (tetanus and diphtheria), PPV, Hep A, yearly influenza
- At 13-18 years, children receive PPV, Hep A, yearly influenza



immunize idaho
Health Assurance for Our Kids.

For information about immunization services in your area, contact one of the following:

Panhandle District Health Department, Coeur d'Alene, 1 (208) 667-3481

North Central District Health Department, Lewiston, 1 (208) 799-3100

Southwest District Health Department, Caldwell, 1 (208) 455-5345

Central District Health Department, Boise 1 (208) 327-7450

District V Health Department, Twin Falls, 1 (208) 734-5900

Southeastern District Health Department, Pocatello, 1 (208) 233-9080

District VII Health Department, Idaho Falls, 1 (208) 522-0310

<http://immunizeidaho.org>

NUTRITION

Tasty taters rich in minerals, vitamins

Fall is harvest time for Idaho's potato farmers. It's also a great time to enjoy this nutritious and delicious vegetable in the daily diet.

Potatoes are fat-free and cholesterol free and high in

Vitamin C and potassium.

The recipe below comes from "Connecticut Cooks For Kids," from the Connecticut State Department of Education and The University of Connecticut. It's a simple recipe that is easy for kids to

**FOR KIDS**

Children and adults can sign up the Spuddy Buddy fan club at www.idahopotatoes.com.

help:

Potato pies

- 4 baking potatoes (2 pounds)
- ¼ cup whole milk
- 1-tablespoon margarine
- 2 ounces cheddar cheese, shredded

Preheat oven to 350 degrees. Bake potatoes for 1 hour or until tender. Cut potatoes in half lengthwise and scoop pulp from the skin and

place pulp in a mixing bowl. Add milk and margarine to the potato pulp and mash mixture until smooth.

Have children form the potato mixture into balls and pat them into 2-inch pies. Top with cheese and bake on cookie sheet for 10 minutes.

Child and Adult Care Food program meal contribution: 1 serving (two pies) provide ¼ cup vegetable.

The Idaho Potato Commission website features more potato recipes and detailed nutritional information on one of Idaho's most famous crops.

The commission's website is: www.idahopotatoes.com.

READY TO LEARN

Patterns & relationships aid understanding

The National Council of Teachers of Mathematics, the world's largest organization devoted to improving mathematics education, offers simple tips to help children understand math.

**This month's tip —**

Patterns and relationships: Patterns are things that repeat; relationships are things that are connected by some kind of reason. They are important because they help us understand the underlying structure of things; they help us feel confident and capable of knowing what will come next, even when we can't see it yet. Patterns and

relationships are found in music, art, and clothing, as well as in other aspects of math such as counting and geometry. Understanding patterns and relationships means understanding rhythm and repetition as well as ordering from shortest to longest, sorting, and categorizing.

What adults can do: Help children find patterns in designs and pictures, as well as in movement and in recurring events such as the days of the week or the seasons of the year. For a hands-on activity try stringing pasta necklaces into a simple red-blue-red-blue pattern. (Dye pasta by shaking it in a plastic bag with a few drops of food coloring.) As children get older they can reproduce and create more complex patterns.

ACTIVITIES

Create traditions through family tales

Idaho Family Reading week is set for Nov. 16-21 and it's a great time to begin some family traditions.

The Idaho State Library suggests many activities include these:

Family stories — Parents or other family members write down the text, and the children illustrate.

Here are some possible story starters:

*We have a very interesting ancestor in our family.

He/she was . . .

*We have a family tradition that we do every (name the holiday) This is how we celebrate . . .

*Our family had an amaz-

FAMILY READING WEEK

For more activities and ideas visit the Idaho State Library's homepage: www.lili.org/isl/readtome/readweek.htm

ing experience with a natural disaster. It was a (tornado/hurricane/flood/blizzard/fire).

*We remember how _____

got the scar on his/her _____

This is what happened . . .

*Our parents really thought it was funny when I . . .

*We have a very special pet in our family. It is a . . .

*One of us in the family had scary/funny/sad experience with an animal . . .

"The day you came into our family" — Children never tire of hearing about their birth or adoption into the family. Parents can tell the story, and then everyone in that family helps to design the book.

Family calendar — This calendar will designate events and memories that the family chooses to celebrate.

On a large sheet of construction paper, draw a calendar grid for each month.

The family selects dates that are important (and even some silly ones) then draw pictures to illustrate the day.